



# BEST BEGINNING CHILDREN'S PROGRAM

JULY & AUGUST 2024



## Best Beginning Groups

**Mondays 10:30am - 12:00 noon**  
**Central Library**  
**800 3 St SE**

**Tuesdays 1-2:30pm**  
**Families Matter Centre**  
**at Midnapore**  
**#101, 2329 Midpark Way SE**

**Wednesdays 1-2:30pm**  
**Genesis Centre**  
**7555 Falconridge Blvd NE**

## ARTS, CRAFTS & ACTIVITIES

Making crafts encourage creativity, coordinates skills, and supports learning.

- All About Me
- Make a Face
- My Body
- Self Portraits
- Pop-up Playground
- Summer Popsicles



## CIRCLE TIME

*Books available at the Calgary Public Library*

- *Stretch* by Doreen Cronin
- *Maisy Learns to Swim* by Lucy Cousins
- *Watch Me Throw the Ball* by Mo Willems
- *Get up and Go!* by Nancy Carlson
- *From Head to Toe* by Eric Carle

## THEME AND LEARNING TOPICS

### Outdoors and Exercise

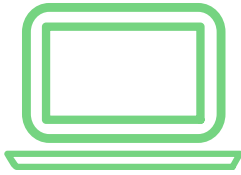
- Exercise and active living
- Body awareness
- Outdoors play



## CALENDAR

- July 1 Canada Day
- July 5-14 Calgary Stampede
- July 7 First day of Muharram
- July 16 Ashura
- August 5 Heritage Day

# Summer is a time to enjoy the outdoors - here are some tips and guide for safe and healthy activities



## Guidelines for Screen Time for Children ( released by Canadian Pediatric Society, June 2017)

Children 0-5 years old

- Screen time for children under 2 years old is NOT recommended
- For 2-5 year-olds: limit screen time to 1 hour/day of high-quality programming
- Watch with your child and help them understand what they are seeing

DON'Ts

- Do not use TV/cell phone/YouTube videos as a way to calm your child – this could lead to problems with their ability to control their emotions
- Test apps before your child uses them
- Do not feel pressured to introduce technology early – children can figure out quickly

DO's

- Video chatting with relatives
- Watching a movie together
- Taking pictures and watching home videos

## When You Want to Say "BE CAREFUL"

use the following phrases instead of "be careful" when you want to warn your child

### Play with Great Heights

- What's your next move?
- Take your time.
- I'm here if you need me.

### Play Near Dangerous Elements

- Please move slowly and carefully near the...
- Do you need more space?

### Rough and Tumble Play

- Make eye contact before you tackle someone. Make sure they know you are coming so they can get their body ready
- Check in with each other. Make sure everyone is still having a good time.
- Did you like that? Make sure you tell them if you didn't like that.

### Play with Harmful Tools

- Sticks need space. Look around you - do you have enough space to swing that big stick?
- What's your plan with that big sticks?
- Rocks need space!
- Before you throw that rock, what do you need to look for?



## Mindful Walking

Incorporate mindful walking into your daily life for as little as 5-10 min a day by using all of your senses to bring awareness to your body and surrounding.

- As you walk, notice how your body feels. Pay attention to how your legs, feet and arms feel with each step you take.
- Look around - what colours do you see?
- Breath in - what smell or scents do you notice?
- Feel the contact of your foot as it touches the ground and the movement of your body as you move into your next step.
- Be open and curious, notice any thoughts or feeling without lingering on anything in particular.
- When you are ready to end your mindful walk, stand still and take a deep breath to refocus yourself.

Adapted from <https://www.stopbreathethink.com/mindful-walking/>

Adapted from Child & Nature Alliance of Canada

# Mindful Scavenger Hunt

Use this scavenger hunt to practice mindfully using your senses. Practicing mindfulness increases feelings of calm, focus and happiness.

## LOOK FOR:

- A colourful rock
- A small animal
- A tiny bug

## SMELL FOR:

- Clean earth
- Tree sap
- Food

## LISTEN FOR:

- A chirping bird
- Rustling leaves
- Moving water

## FEEL FOR:

- A smooth stone
- A rough surface
- A textured leaf



**What else did you notice as you mindfully used your senses?**

---

---

---

